DOCUMENT RESUME

ED 146 923 IR 005 394

TITLE	Bibliography: Reports from the International Conference on Education, 1975.
INSTITUTION	International Bureau of Education, Geneva (Switzerland).
PUB DATE	77
NOTE	59p.; IEEDATA 77:1
AVAILABLE FROM	UNIPO Publishers Ltd., P.O. Box 89, White Plains, New York 10605, U.S.A., or Microfilm Services, 10 Cour des Bastions, 1205 Geneva (Switzerland) ; In microfiche only
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Annotated Bibliographies; Comparative Education; Conference Reports; *Educational Development; *Educational Policy; *Educational Trends; Foreign Countries; International Education; *International Educational Exchange; *Teacher Education; *Teacher Role
IDENTIFIERS	*International Conference on Education

ABSTRACT

Conference reports and reference papers prepared by 52 countries for the International Conference on Education, and national reports on the progress of the systems in 75 countries are included in this bibliography on major trends in education and the changing role of the teacher. A total of 137 documents published in 1974 and 1975 are listed. Entries include bibliographic information, as well as indication of the language of the document and an abstract in French or English containing descriptors and identifiers used in indexing. Two comprehensive subject indexes in French and English are attached. The bibliography is intended for comparative educators, research workers, and documentalists. (KP)

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BIBLIOGRAPHY: Reports from the International Conference on Education, 1975

BIBLIOGRAPHIE: Rapports de la Conférence internationale de l'éducation, 1975

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IR005 394

Unesco: International Bureau of Education
Unesco: Bureau international d'éducation
1977

Published by Unesco,
7 Place de Fontenoy, 75700 Paris

Printed in Switzerland by SRO, Geneva.

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Publié par l'Unesco,
7 Place de Fontenoy, 75700 Paris

Imprimé par SRO, Genève

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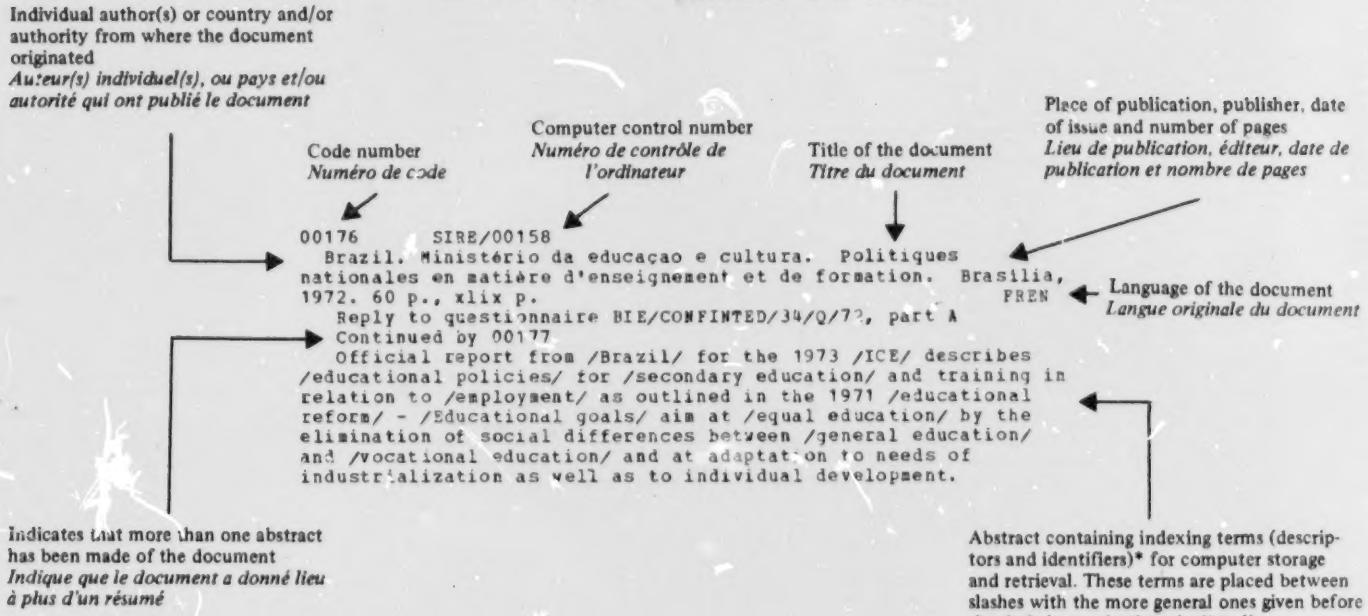
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Titre du document
Place of publication, publisher, date of issue and number of pages
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00176 SIRE/00158
Brazil. Ministério da educaçao e cultura. Politiques nationales en matière d'enseignement et de formation. Brasilia, 1972. 60 p., xlix p.
FREN
Language of the document
Langue originale du document
Reply to questionnaire BIE/CONFINTED/34/Q/72, part A
Continued by 00177
Official report from /Brazil/ for the 1973 /ICE/ describes /educational policies/ for /secondary education/ and training in relation to /employment/ as outlined in the 1971 /educational reform/ - /Educational goals/ aim at /equal education/ by the elimination of social differences between /general education/ and /vocational education/ and at adaptation to needs of industrialization as well as to individual development.
Indicates that more than one abstract has been made of the document
Indique que le document a donné lieu à plus d'un résumé
Abstract containing indexing terms (descriptors and identifiers)* for computer storage and retrieval. These terms are placed between slashes with the more general ones given before the dash (occurring here in line 4).
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* The indexing terms are drawn from the *Unesco : IBE Education Thesaurus*. Second edition. Paris, The Unesco Press, 1975.

* Les termes d'indexage sont extraits du *Thesaurus de l'éducation, Unesco : BIE*. Deuxième édition. Paris, Les Presses de l'Unesco, 1976.

INTRODUCTION

The 1975 International Conference on Education, convened by the Director-General of Unesco, produced a voluminous and important documentation. On the one hand, preparatory work by the staff of the International Bureau of Education (IBE) involved questionnaires to Member States, the replies of fifty-two countries which were synthesized into Conference working and reference papers, leading ultimately to the *Final report* of the Conference. On the other hand, seventy-five countries prepared national reports on the progress of their systems of education in the preceding two or three years, to be distributed in a limited number of copies to delegations at the Conference.

The two topics examined by the Conference were: major trends in education; and the changing role of the teacher; and the large number of documents drawn up nationally and internationally provide an invaluable source of information for comparative educators, research workers and documentalists.

In order to make this material more widely known and accessible, the IBE indexed each document for computer storage. The present bibliography is a register of all the items. It covers 137 documents. The abstracting pattern is explained opposite, but a word should be added here on language policy. Abstracts are prepared in English or French, depending on the language of the original. Spanish originals are treated in French, other languages in English or French according to the usual Unesco medium of communication with the country concerned. The result is a two-language bibliography. For ease of reference, two comprehensive subject indexes at the end, separately in English and French, will lead the reader to all relevant entries.

The original documents have all been reproduced in microfiche in the SIRE series (Series of International Reports on Education), and interested readers may thus obtain any or all of the items by ordering them. The two distribution agents are: for Australia, Canada, Japan, New Zealand, the United Kingdom and the United States of America – UNIFO Publishers Ltd., P.O. Box 89, White Plains, New York 10605 (United States); for Africa, the Arab States, and Continental Europe – Microfilm Services, 10 Cour des Bastions, 1205 Geneva (Switzerland).

Inquiries from any other countries may be addressed to either of the agents or directly to the International Bureau of Education, Palais Wilson, 1211 Geneva 14 (Switzerland).

INTRODUCTION

La Conférence internationale de l'éducation de 1975, convoquée par le Directeur général de l'Unesco, a donné lieu à une volumineuse et importante documentation. D'une part, dans le cadre du travail préparatoire effectué par le BIE, des questionnaires ont été adressés aux Etats membres, et les réponses fournies par 52 pays ont été synthétisées sous forme de documents de travail et de référence pour la Conférence, lesquels ont permis d'établir le Rapport final. D'autre part, 75 Etats membres avaient préparé des rapports nationaux sur le progrès de leurs systèmes d'éducation au cours des deux ou trois années précédentes, destinés à être distribués, en nombre limité d'exemplaires, aux délégations participantes.

Les deux sujets examinés par la Conférence, à savoir les principales tendances de l'éducation et l'évolution du rôle des maîtres, ont suscité l'élaboration, au plan national et international, d'un nombre considérable de documents qui constituent pour les comparatistes, les chercheurs et les documentalistes une inestimable source d'information.

Afin de faire connaître plus largement ces documents et de les rendre plus accessibles, chacun d'eux a été indexé en vue de sa mise en mémoire sur ordinateur. La présente bibliographie recouvre un ensemble de 137 documents. La procédure d'élaboration des résumés analytiques est expliquée à la page quatre, mais il convient de dire ici un mot de la politique adoptée quant à la langue de rédaction. Les résumés sont établis en anglais ou en français selon la langue de l'original. Les originaux espagnols sont traités en français; s'il s'agit d'autres langues, ils sont traités soit en anglais, soit en français, conformément au mode usuel de communication de l'Unesco avec le pays concerné. De cette opération résulte une bilbiographie en deux langues. Pour la commodité de l'utilisation, deux index exhaustifs par matière sont présentés à la fin, en version anglaise et française séparées, qui conduisent le lecteur à l'élément d'information pertinent.

Les documents originaux ont tous été reproduits sur microfiches dans la série SIRE (série internationale de rapports sur l'éducation) et les lecteurs intéressés peuvent ainsi obtenir, sur simple commande, l'un quelconque ou l'ensemble de ces documents. Les deux agents de distribution sont, pour l'Australie, le Canada, les Etats-Unis, le Japon, la Nouvelle-Zélande et le Royaume-Uni : UNIFO Publishers Ltd., P.O. Box 89, White Plains, New York 10605, Etats-Unis d'Amérique; pour l'Afrique, les Etats arabes et l'Europe continentale : Microfilm Services, 10, Cour des Bastions, 1205 Genève, Suisse.

Les demandes émanant d'autres pays peuvent être adressées à l'un ou l'autre de ces agents, ou directement au Bureau international d'éducation, Palais Wilson, 1211 Genève 14, Suisse.

00727 SIRE/00339
Iraq. Ministry of Education. Directorate General of Educational Planning. Development of education in Iraq during 1973-74 and 1974-75. Baghdad, 1975. 27, 3 p. ENGL ARAB

Official report from /Iraq/ for the 1975 /ICE/ describes /educational development/ - for all levels and types of education including a summary of activities in the field of /educational planning/. It gives particular attention to recent /educational legislation/ and /educational research/. Reference is made to /educational innovations/ especially the introduction of /multimedia instruction/ in the /school systems/. /Charts/ related to /administrative organization/ and /statistical data/ complete the report.

00728 SIRE/00383
Zambia. Ministry of Education. Report on educational developments in 1973-1975. Lusaka, 1975. 22 p. ENGL

Official report from /Zambia/ for the 1975 /ICE/ on /educational development/ - The Second National Development Plan 1972-76 aimed at expansion of the system at all levels. Compulsory education during the first four years and /secondary education/ aimed to meet manpower requirements are important goals. /Teacher education/ is also a priority area of development. /Educational research/ on /examinations/ is being carried out and should result in far reaching policy changes. New equipment has allowed expansion of /educational television/ and /educational radio/ used for school, university, and adult education courses. Considerable importance is given to /adult education programmes/ and in 1972 /functional literacy/ programmes were started. The report contains /statistical tables/.

00729 SIRE/00386
Ghana. Ministry of Education. The new structure and content of education for Ghana. Accra, 1974. 9 p. ENGL

Report from /Ghana/ outlines the /educational reform/ begun in 1974 - which introduced a new /educational organization/ with specific /educational objectives/ for each stage. It outlines the curriculum areas to be covered by courses.

00730 SIRE/00381
Venezuela. Ministerio de educación. Dirección general. Oficina de asuntos internacionales. Informe nacional: XXXV Conferencia internacional de educación. Caracas, 1975. 114 p. SPAN

Rapport officiel du /Venezuela/ présenté à la /CIE/ de 1975 sur la /réforme de l'éducation/ menée actuellement dans le but d'améliorer la /qualité de l'éducation/ - Cite en détail la /législation de l'éducation/ et la /législation scolaire/ récentes, portant création d'un Conseil national d'éducation et renforçant l'/administration de l'enseignement/ avec des structures appropriées pour la /planification de l'éducation/. La /décentralisation/ de responsabilités vers les régions renforce le /rôle de la collectivité/. Le rapport explique l'/organisation de l'éducation/. Une grande importance est accordée à la /recherche en éducation/, coordonnée par l'Office sectoriel de planification, afin de faciliter l'adoption d'/innovation éducative/ et d'assurer à la planification une base d'expériences pédagogiques et un système d'évaluation permanente.

00731 SIRE/00340

Ireland. Department of Education. The organisation of education in Ireland during 1974-1975 and major trends in educational development in 1973-74 and 1974-75. Dublin, 1975. 18 p. ENGL

Official report from /Ireland/ for the 1975 /ICE/ on /educational organization/ and /educational development/ - In /primary education/ pupil-teacher ratio will be improved and /teacher education/ extended from 2 to 3 years. Fifteen teachers' centres have been established for /inservice teacher education/. Provisions are being made to integrate /handicapped students/ into schools. At secondary level, /comprehensive secondary schools/ and /community schools/ are being developed to a greater extent. In 1973 the Committee on Adult Education presented its final report and made recommendations to expand /adult education/. The Linguistic Institute of Ireland will conduct /educational research/ in /language instruction/. Other research is done by the Educational Research Centre, St. Patrick's College of Education and the Department of Education. The report gives a list of current /educational innovations/.

00732 SIRE/00328

Finland. Opetusministeriö. Educational development in Finland 1973-1975. Helsinki, 1975. 126 p. ENGL

Finland. Ministry of Education. Reference publications 7.

Official report from /Finland/ for the 1975 /ICE/ on /educational organization/ and /educational development/ - An /educational reform/ carried out in 1973-75 is combining /primary education/ and /lower secondary education/ in a comprehensive school. The academic and vocational sectors of upper secondary school will be coordinated so that both give qualifications for /higher education/. /Vocational education/ will be emphasized by upgrading it and by directing more students into it. /Preprimary education/ will be expanded. /Teacher education/ will be integrated into institutions of higher education. The Research and Development Bureau of the National Board of Schools organizes /educational research/ which is carried out on a contract basis with research institutes of universities. /Bibliography/ included.

00733 SIRE/00351
Mauritius. Ministry of Education and Cultural Affairs. Report on educational developments 1973-1974. Port Louis, 1975. 4 p. ENGL

Official report from /Mauritius/ for the 1975 /ICE/ describes the /educational organization/ and gives /statistical tables/ - .

00734 SIRE/00312
Bahrain. Ministry of Education. Impact of population and manpower problems on strategies for educational development in Bahrain. Manama, 1975. 9 p. ENGL

From a study by M.S. Fahmy.

Official report from /Bahrain/ for the 1975 /ICE/ traces the effects of population factors and /manpower needs/ on /educational development/ - In terms of /population trends/ and growth of tertiary sector occupations there is demand for rapid school expansion, /adult education programmes/ and for /commercial education/.

00735 SIRE/00355
Nigeria. Federal Ministry of Education. Government report to International Conference on Education. Lagos, 1975. 13 p. ENGL

Official report from /Nigeria/ for the 1975 /ICE/ on /educational development/ gives an outline of /educational organization/, the result of the Second Development Plan 1970-1974 and preparations for the Third Plan - .

00736 SIRE/00366
Sri Lanka. National Commission for Unesco. Development of education in Sri Lanka (Ceylon) in 1973-74 and 1974-75. Colombo, 1975. 29 p. ENGL

Official report from /Sri Lanka/ for the 1975 /ICE/ on /educational development/ and progress in applying the /educational reform/ - describes changes in /educational administration/, school curricula and /teacher education/. The report lists /educational innovations/ being undertaken at present.

00737 SIRE/00385
Paraguay. Ministerio de educación y culto. Proyección de escolarización y de las necesidades de maestros hasta 1985. Asunción, 1975. 69 p. SPAN

Rapport officiel du /Paraguay/ présenté à la /CIE/ de 1975, essentiellement une /étude statistique/ - donne l'/évolution des effectifs/ et la /projection des effectifs/ jusqu'en 1985. En fonction de ces chiffres, l'/offre et demande d'enseignants/ sont analysées.

00738 SIRE/00311
Austria. Bundesministerium für Unterricht und Kunst. Austria: organization of education in 1973-75. Vienna, 1975. 31 p. ENGL

Official report from /Austria/ for the 1975 /ICE/ on /educational organization/ and /educational legislation/ - The

Fifth Amendment to the School Administration Act ensures improved flexibility of /vocational education/ in /secondary education/. The government will start giving /financial support/ to /adult education/. The University Organization Act 1975 will re-organize /higher education/ and will aim for greater flexibility.

00739 SIRE/00321

Cuba. Ministerio de educación. Organización de la educación 1973-1975. La Habana, 1975. 179 p. SPAN FREN ENGL

Official report from /Cuba/ for the 1975 /ICE/ provides a comprehensive survey of /educational development/ in the preceding two years - It details recent /educational legislation/ and describes /educational administration/ and /educational organization/ with the aid of /diagrams/. Measures taken under the Plan for the improvement of the national system of education are directed to raising /educational quality/ through /curriculum development/ and the increased provision of /instructional materials/. There has been further strengthening of the /higher education/ network. The report lists current /educational innovations/ and describes the work of the national centre for /educational documentation/.

00740 SIRE/00314

Belgium. Ministère de l'éducation nationale. Direction générale de l'organisation des études. Belgium. Ministerie van Nationale Opvoeding en Nederlandse Cultuur. Le mouvement éducatif en Belgique: principales tendances 1973-1975. Bruxelles, 1975. 124 p. FREN ENGL

Rapport officiel de la /Belgique/ présenté à la /CIE/ de 1975 décrit le /développement de l'éducation/ dans les deux années précédentes - La /politique éducative/ attache une grande importance aux régions linguistiques et aux communautés culturelles, d'où une série de mesures en faveur de la /décentralisation/. Le rapport indique l'/organisation de l'éducation/ avec /diagramme/s et trace la /réforme de l'éducation/ en cours, notamment en ce qui concerne les horaires, le /curriculum/ à tous les degrés, les /cours facultatifs/ et l'/attribution de diplômes/. Les /innovation éducative/ touchent surtout le /programme d'enseignement/ et les structures visant l'/éducation permanente/. Les données quantitatives pour 1972-73 sont citées en /tableau statistique/.

00741 SIRE/00315

Bulgaria. Ministerstvo na narodnata prosveta. Obrazovanie v Narodnoj Respublike Bolgarii v 1973-1975 uchebnyh godah. Sofia, 1975. 171 p. RUSS ENGL FREN

Official report from /Bulgaria/ for the 1975 /ICE/ outlines /educational policies/ and the present state of the /educational reform/ - The country is moving progressively to a single type of /comprehensive secondary schools/ based on /polytechnical education/. Recent /educational legislation/ is summed up. Among innovations are a new /preprimary curriculum/ and the introduction of a /primary school curriculum/ for grades 1 to 3 which will later be extended to higher grades. The report gives details of /adult education programmes/ and the extensive system for /inservice teacher education/. In /international

cooperation/ much attention has been given to /art education/. Summary /statistical tables/ show institutions and enrolments over the period 1972 to 1975.

00742 SIRE/00318

Canada. Council of Ministers of Education. Canada. Department of the Secretary of State. Education Support Branch. Canadian report for the 35th session of the International Conference on Education. Toronto, 1975. 52 p. ENGL FREN

Official report from /Canada/ for the 1975 /ICE/ outlines provincial and federal /educational policy trends/ and /educational development trends/ over preceding two years - In expanding the concept of /equal education/ some provinces now consider schools responsible for providing a measure of /success/ for all children. Recent /educational legislation/ deals with /consolidation of schools/ while making for increased /decentralization/ of authority and improved /teacher status/. In /educational planning/, with declining enrolment rates there is emphasis on /educational quality/, and a stronger /community influence/ in school affairs. For /educational administration/ the report gives /charts/ of the arrangements in each province. Priority trends in educational development are seen in the areas of /bilingualism/, provisions for native /ethnic groups/ and the implementation of provisions for /lifelong education/. The /central government aid/ for education is shared by a number of departments and councils with considerable importance given to /student loans/.

00743 SIRE/00323

Czechoslovakia. Czech Socialist Republic. Ministerstvo skolstvi. Czechoslovakia. Slovak Socialist Republic. Ministerstvo skolstva. Development of educational system in the Czechoslovak Socialist Republic during the school years 1973-74 and 1974-75. Prague, 1975. 106 p. ENGL RUSS

Official report from /Czechoslovakia/ for the 1975 /ICE/ outlines current /educational policies/ underlying the /educational planning/ for the sixth Five Year Plan 1976 to 1980 - An analysis is given of /educational finance/, with over three-quarters of the State expenditure governed by the respective national committees as evidence of administrative /decentralization/. The account of /educational organization/ is illustrated by /statistical tables/. Provisions for /preprimary education/ are described fully. The major /educational innovations/ are found in the establishment under a law of 1973 of secondary /boarding schools/ for /workers/ which complete the provision of /secondary education/ for all parts of the population. The report lists recent /educational legislation/ and describes the organization of /educational documentation/.

00744 SIRE/00343

Japan. Ministry of Education, Science and Culture. Development of education in Japan 1973-74, 1974-75. Tokyo, 1975. 15 p. ENGL FREN

Official report from /Japan/ for the 1975 /ICE/ describing /educational policy trends/ and /educational development/ since 1973 - Legislative and financial measures have been taken to improve the supply of qualified /primary school teachers/ and

/secondary school teachers/. At /higher education/ level, the establishment of a new university, Tsukuba, has had a considerable impact on university organization. A University-On-The-Air is under study for the purpose of offering higher education to the working youth and adults. The report gives /statistical tables/ on the education budget and the number of teachers, students and institutions.

00745 SIRE/00352
Mongolian PR. Commission nationale pour l'Unesco. Le développement de l'instruction populaire en République populaire de Mongolie pendant les années 1973-1975. Oulan-Bator, 1975. 7 p. FREN ENGL
Rapport officiel de la /Mongolie RP/ présenté à la /CIE/ de 1975 décrivant le /développement de l'éducation/ récent notamment dans l'/enseignement secondaire/ sous le nouveau système qui a commencé à partir de 1972 [illegible].

00746 SIRE/00360
Poland. Ministerstwo Oswiaty i Szkolnictwa. The development of education in People's Poland 1973-75. Warsaw, 1975. 3[illegible] p. ENGL FREN RUSS
Official report from /Poland/ for the 1975 /ICE/ on /educational organization/ and /educational development trends/. - There has been marked extension of /primary education/ covering children between 3 and 6 years and universal /secondary education/ is being progressively introduced. Among innovations reported are the organization of /community schools/ and the introduction of /optional courses/ in secondary schools. The report gives /statistical tables/, a list of recent /educational legislation/ and the plan of /educational research/ for the years ahead.

00747 SIRE/00313
Bangladesh. Ministry of Education. Education in Bangladesh: policy and development. Dacca, 1975. 26, xviii p. ENGL
Official report from /Bangladesh/ for the 1975 /ICE/ describes the /educational policies/ contained in the First Five Year Plan which began in 1973, along with an account of /educational development/ - The main aims are to create an open /educational organization/ with /compulsory education/ through Grade 8, and to meet /manpower needs/ while contributing to /national integration/. Recent measures have strengthened /educational planning/ and administration. All primary schools have become /public schools/ and the largest part of the budget is devoted to increasing provisions at this level, along with nonformal education. Expansion of secondary schooling is designed to integrate general with /vocational education/. At tertiary level a University Grants Commission has been established. Considerable importance is attached to programmes of /population education/. The report contains extensive /statistical tables/.

00748 SIRE/00317
Cameroon. Commission nationale pour l'Unesco. Principales tendances du mouvement éducatif de la République Unie du Cameroun de 1973 à 1975. Yaoundé, 1975. 12 p. FREN
Rapport officiel du /Cameroun/ présenté à la /CIE/ de 1975 décrit la /politique éducative/ élaborée par la République Unie

- visant l'/intégration nationale/, le renforcement de la culture nationale et le /développement/ auto-centré. Parmi les innovations récentes, les plus importantes sont la réorganisation de l'université afin de renforcer le /rôle de l'université/ et la création d'un Institut national d'éducation comme /centre de recherche appliquée/.

00749 SIRE/00322
Cyprus. National Commission for Unesco. National report on the development of Cyprus education over the last two years 1973-1975. Nicosia, 1975. 4 p. ENGL FREN
Official report from /Cyprus/ for the 1975 /ICE/ describes /educational development/ including an Institute of Education established in 1975 for /inservice teacher education/ and curriculum development -.

00750 SIRE/00324
Ecuador. Ministerio de educación pública y deportes. El desarrollo de la educación en el Ecuador en los años 1973-1974. Quito, 1975. 108 p. SPAN
Rapport officiel de l'/Equateur/ présenté à la /CIE/ de 1975 décrit la /planification de l'éducation/ dans le cadre du plan 1973-1977 et indique le /développement de l'éducation/ - à tous les degrés. Une place importante est accordée au /programme d'éducation des adultes/. Afin de favoriser le /développement rural/ le système de nucléos de educación rural de type /école communautaire/ est en expansion. Le rapport fait état de plusieurs projets entrepris avec la /coopération internationale/, indique les grandes lignes de la /recherche en éducation/ et cite les récents textes de la /législation de l'éducation/.

00751 SIRE/00329
Institut national de recherche et de documentation pédagogiques. Le mouvement éducatif en France 1973-1975. Paris, 1975. 261 p. Mémoires et documents scolaires. FREN ENGL RUSS SPAN
Rapport officiel de la /France/ présenté à la /CIE/ de 1975 présente une vue systématique de la /politique éducative/ du gouvernement et le /développement de l'éducation/ depuis deux ans - Dans l'/administration de l'enseignement/ la /décentralisation/ du système à tous les niveaux est recherchée. Pour l'/organisation de l'éducation/ le rapport commente les changements intervenus avec /statistiques scolaires/ récentes et une indication de l'/innovation pédagogique/. L'/éducation permanente/ et la formation continue sont en progression. Parmi les /innovation éducative/ signalées: l'effort de faire de l'établissement scolaire une communauté éducative et d'accroitre le travail indépendant. La création d'un /centre de documentation/ et d'information dans les écoles secondaires favorise la /méthode autodidactique/.

00752 SIRE/00332
Ghana. National Commission for Unesco. Development of education in Ghana 1973-1975. Accra, 1975. 33 p. ENGL
Official report from /Ghana/ for the 1975 /ICE/ on /educational organization/ and /educational development/ - describes the establishment of the unified Ghana Teaching Service to streamline /educational administration /at the

pre-university level and to provide /educational planning/ and policy. The government started in 1974-75 an /educational reform/ entitled a New Structure and Content of Education for Ghana. It outlines new /educational aims/ including /compulsory education/, redistribution of facilities for improved /rural education/ and more practical and /vocational education/ to meet /manpower needs/. The report gives an account of /curriculum development/ at the different school levels, the introduction of compulsory /agricultural education/ and of a new /teacher education curriculum/. New textbooks are being prepared to embody the changes in content.

00753 SIRE/00333
Greece. Ministère de l'éducation nationale et des cultes. Direction générale de l'enseignement général. L'éducation en Grèce. Athènes, 1975. 32 p. FREN ENGL
Rapport officiel de la /Grèce/ présenté à la /CIE/ de 1975 concernant l'/organisation de l'éducation/ à tous les niveaux - avec des statistiques et une discussion sur l'éducation des enfants des /migrant/s grecs.

00754 SIRE/00337
India. Ministry of Education and Social Welfare. Education in India: report on educational developments 1973-75. New Delhi, 1975. 35 p. ENGL FREN
Official report from /India/ for the 1975 /ICE/ on /educational policy trends/, /educational development/ and /educational administration/ reflected in the Fifth Five Year Plan 1974-79 - Major emphasis is laid on the /equal education/ for children under 14. Among the innovative aspects of education reported are the introduction of /vocational education/ in the general education curriculum and expanded use of /educational technology/, including the satellite instructional television experiment.

00755 SIRE/00338
Indonesia. Ministry of Education and Culture. Education in Indonesia 1972-73, 1974-75. Jakarta, 1975. 46 p. ENGL
Official report from /Indonesia/ for the 1975 /ICE/ describing /educational development trends/ during the 2nd Five Year Development Plan from 1974-75 to 1978-79 - The major /educational objectives/ established in the Plan are the improvement of /educational quality/ at all levels and types of education by means of /equal education/, improvement of /textbook content/ and /teaching methods/, introduction of /vocational education/ in the curriculum and provision of scholarships. Another orientation of the policies is to integrate schools to development needs of the country. /School statistics/ on distribution of educational institutions, students and teachers, and on educational finance are included.

00756 SIRE/00341
Italy. Ministero delle pubblica istruzione. Direzione generale per gli scambi culturali. Officio studi e programmazione. Le mouvement éducatif au cours des années 1973-75. Roma, 1975. 102, 98, 92 p. FREN ITAL ENGL
Rapport officiel de l'/Italie/ présenté à la /CIE/ de 1975 décrit la /politique éducative/ et la /législation de l'éducation/ - donne des détails sur l'/administration de

l'enseignement/ et l'/organisation de l'éducation/ avec des /tableau statistique/ à l'appui. Une partie des sections porte essentiellement sur le /statut de l'enseignant/ et l'/éducation permanente/. Le Centre européen de l'éducation de Frascati donne des cours par correspondance pour la /formation des maitres en exercice/. Le rapport contient une vue sommaire des /innovation éducative/.

00757 SIRE/00342
Ivory Coast. Ministère de l'éducation nationale. Rapport sur l'évolution de l'éducation en Côte d'Ivoire en 1973 et 1974. Abidjan, 1975. 8, 33 p. FREN
Rapport officiel de la /Côte d'Ivoire/ présenté à la /CIE/ de 1975 sur l'/organisation de l'éducation/ et le /développement de l'éducation/ - La /télévision éducative/ se développe de plus en plus afin d'améliorer le /système scolaire/. Une des principales préoccupations des autorités est de mettre sur pied un /enseignement professionnel/ destiné à promouvoir la /formation agricole/ et l'artisanat. En annexe des /statistiques scolaires/ décrivent en détail la situation de l'enseignement primaire et secondaire donnés dans les écoles publiques et privées, et indiquent les taux de /déperdition scolaire/.

00758 SIRE/00344
Jordan. Ministry of Education. A report to the 35th session of the International Conference on Education. Amman, 1975. 41 p. ENGL ARAB
Official report from /Jordan/ for the 1975 /ICE/ on /educational development/ in the preceding two years and on changes in /teacher role/ in relation to /teacher education/ - gives an account of /educational organization/ with supporting statistics, and describes the structure of /educational administration/. Various measures have been taken to bring about /curriculum development/ in different areas and there is a marked increase in /vocational education/. A ten year development plan 1975-1985 has been drawn up to intensify /literacy programmes/.

00759 SIRE/00345
Korea R. Ministry of Education. Report on major trends in educational development in 1973-74 and 1974-75. Seoul, 1975. 45 p. ENGL FREN
Official report from /Korea R/ for the 1975 /ICE/ on /educational development/ in the past two years - outlines recent /educational legislation/ which improves /teacher status/ and initiates broadcasting and /correspondence courses/ for secondary schools. The report records changes in /educational administration/ and describes /educational organization/ with supporting /statistical tables/. Among major /educational innovations/ are the systematic reform of school curricula and the reform of /higher education/ by which /college curriculum/ are being developed in experimental centres by an interdisciplinary approach. Decentralization of colleges is being undertaken to correct present regional imbalance of educational opportunities. The problem of overcrowded classes remains serious.

00760 SIRE/00348
Malawi. National Commission for Unesco. Report on developments in education in Malawi: 1973-75. Lilongwe, 1975. 11 p. ENG
Official report from /Malawi/ for the 1975 /ICE/ on /educational development/ and /educational organization/ - discusses government's /educational policies/ to emphasize /agricultural education/ and rural development in primary, secondary, and vocational education and farmer training. /Curriculum development/ in primary and secondary schools has introduced agriculture and science and revised the syllabuses of English, Chichewa, and Mathematics.

00761 SIRE/00353
Morocco. Ministère des enseignements primaire, secondaire, supérieur et de la culture. Le mouvement éducatif au Maroc, années: 1973-1974, 1974-1975. Rabat, 1975. 50, 56 p. FREN ARAB
Rapport officiel du /Maroc/ présenté à la /CIE/ de 1975 sur le /développement de l'éducation/ et l'/organisation de l'éducation/ - résume les activités du Ministère de l'enseignement primaire et secondaire et du Ministère de l'enseignement supérieur. L'analyse de la structure scolaire est basée sur des /statistiques scolaires/ détaillées, qui examinent aussi le problème du /redoublement/. L'expansion de l'/enseignement supérieur/ vise à la fois une meilleure répartition des établissements dans le Royaume et une adéquation aux besoins du pays.

00762 SIRE/00384
Nepal. National Commission for Unesco. Nepal education plan and its implementation. Kathmandu, 1975. 14 p. ENGL
Document distributed at the 1975 /ICE/ from /Nepal/ describing /educational goals/ set up in the National Education System Plan for 1971-76 and /educational development/ so far attained - The Plan has been carried out through three stages of experimental, intermediate and permanent phases, and involves 51 districts in 1975 and will involve remaining 24 districts shortly. The improvement of /teaching quality/ is much related to the improvement of quantitative aspects of education in this country. Necessary changes in curriculum and textbooks, provision of /teacher education/ and inservice teacher education, supply of vocational education teachers and erection of educational facilities have contributed much towards the improvement.

00763 SIRE/00354
New Zealand. National Commission for Unesco. Education in New Zealand 1973-1975. Wellington, 1975. 23 p. ENGL
Official report from /New Zealand/ for the 1975 /ICE/ on /educational development/ - The Education Amendment Act 1974 provided for /lifelong education/ and the establishment of community colleges to provide /vocational education/ especially for those in rural areas without access to technical institutes. Four pilot projects in /community education/ have been started. /Inservice teacher education/ is being expanded. /Guidance/ will be provided for /secondary school students/. /Educational research/ is carried out by the New Zealand Council for Educational Research, the Department of Education and the universities. /Bibliography/ included.

00764 SIRE/00358
Pakistan. Ministry of Education. Curriculum Wing. Examination Reforms and Research Sector. Development of education in Pakistan, 1973-75. Islamabad, 1975. 97, xiv p. ENGL

Official report from /Pakistan/ for the 1975 /ICE/ gives a systematic account of /educational policies/, /educational development trends/ and the /educational reform/ planned for the period 1972-1980 - Against this background is placed a report on /educational development/ in the preceding two years, supported by detailed /statistical tables/ for the different levels of /educational organization/. Progress in /curriculum development/ is recorded, showing the emphasis placed on /technical education/ at secondary level. A national committee to work on /teacher education curriculum/ has now reported, and its findings are quoted. Among significant /educational innovations/ are the development of /educational technology/ and the creation of people's /open colleges/.

00765 SIRE/00359
Peru. Ministerio de educación. Oficina sectorial de planificación. Desarrollo de la educación peruana 1973-1975. Lima, 1975. 86 p. SPAN

Rapport officiel du /Pérou/ présenté à la /CIE/ de 1975 sur le /développement de l'éducation/ entre 1973 et 1975 - décrit la situation actuelle de la /réforme de l'éducation/. Avec une bibliographie détaillée, les éléments essentiels de la /législation de l'éducation/ sont analysés; l'administration et l'/organisation de l'éducation/ tendent à une décentralisation tout en simplifiant la structure scolaire avec un cycle de base de 9 ans. Parmi les /innovation éducative/, les nucleos educativos comunales de type /école communautaire/ avec un important /rôle de la collectivité/ sont en rapide expansion. Ensuite vient le niveau d'enseignement supérieur, en trois cycles, dont le premier forme l'école supérieure d'/enseignement professionnel/ de 3 ou 4 années. Cette réforme profonde des structures est accompagnée d'un effort de /développement du curriculum/ et de /formation des enseignants/.

00766 SIRE/00361
Qatar. Ministry of Education and Youth Welfare. Development of education in Qatar 1973-74 and 1974-75. Doha, 1975. 31, 24 p. ENGL ARAB

Official report from /Qatar/ for the 1975 /ICE/ on /educational development/ in the preceding two years - describes /educational administration/ and /educational organization/ with supporting statistics. Particular importance has been attached to /inservice teacher education/.

00767 SIRE/00362
Romania. Ministerul educatiei si invatamintului. L'enseignement dans la République socialiste de Roumanie. Bucarest, 1975. 51, 6 p. FREN ENGL SPAN RUSS

Rapport officiel de la /Roumanie/ présenté à la /CIE/ de 1975 sur la /politique éducative/ et le /développement de l'éducation/ - décrit l'/organisation de l'éducation/ avec des /statistiques scolaires/. Parmi les innovations éducatives le rapport mentionne le développement de l'/orientation professionnelle/ et de la formation complémentaire. A l'avenir

on se propose de développer un /enseignement supérieur/ court destiné notamment à la /formation des enseignants/ à la préparation de spécialistes pour la recherche en éducation. Des diagrammes présentent la structure du système scolaire.

00768 SIRE/00363
Saudi Arabia. Ministry of Education. The biannual report of the Ministry of Education 1973 and 1974. Riyadh, 1975. 43 p. ENGL
Official report from /Saudi Arabia/ for the 1975 /ICE/ on /educational organization/ and /educational development/ - outlines recent /educational legislation/ and describes the structure of the education system with /diagrams/ and /statistical tables/ showing the rapid growth of enrolments. Systematic /curriculum development/ for secondary education and /teacher education/ is under way. An attempt is being made to provide a wide range of /ancillary services/ including /school libraries/ and /educational documentation/. The report gives details of /adult education programmes/ and /literacy campaigns/.

00769 SIRE/00364
Sudan. Ministry of Education. Educational Documentation Centre. Major trends in education. Khartoum, 1975. 19 p. ENGL
Official report from /Sudan/ for the 1975 /ICE/ describes /educational development/ towards the major goals of present /educational policies/ - With the expansion of /primary education/ an effort is being made to diversify the secondary level by increasing /vocational education/. Work continues on the /literacy programmes/. An international commission studied and reported on the systematic reform of /higher education/. The report also gives an account of /teacher education/ and the current problems faced in this area.

00770 SIRE/00369
Egger, E. , Blanc, E. Centre suisse de documentation en matière d'enseignement et d'éducation. L'enseignement en Suisse. Genève, 1974. 53 p. FREN ENGL
Rapport officiel de la /Suisse/ présenté à la /CIE/ de 1975 sur la /politique éducative/ et l'/organisation de l'éducation/ - donne un aperçu de la variation dans les pratiques dues à la structure fédérale du pays. L'/objectif éducatif/ et les grandes lignes du /programme d'enseignement/ sont tracés pour chaque niveau de l'enseignement, y compris la /formation des enseignants/ et la formation continue. La /réforme de l'éducation/ et les /innovation éducative/ sont tracées dans les perspectives d'avenir.

00771 SIRE/00370
Syria. Ministère de l'éducation. Le mouvement éducatif pendant les deux années scolaires 1973-74 et 1974-75. Damas, 1975. 40 p. FREN
Rapport officiel de la /Syrie/ présenté à la /CIE/ de 1975 sur le /développement de l'éducation/ - décrit la nouvelle /législation de l'éducation/ et l'/organisation administrative/ des ministères de l'éducation et de l'enseignement supérieur. Le rapport indique les méthodes de la /planification de l'éducation/ ainsi que les réalisations des deux années passées. La description de l'/organisation de l'éducation/ accompagnée de /tableau statistique/ donne un aperçu détaillé de la /formation

des enseignants/. Une /campagne d'alphabétisation/ des adultes a été inaugurée et donne des résultats satisfaisants. Le rapport résume aussi les conclusions d'une importante conférence en 1974 sur l'éducation et le développement.

00772 SIRE/00371
Thailand. Ministry of Education. Educational development in Thailand, 1973-75. Bangkok, 1975. 24 p. ENGL
Official report from /Thailand/ for the 1975 /ICE/ on /educational organization/ and /educational development/ - describes the structure of /educational administration/ and the present /educational policies/ of the government, namely democratization and changes in social values. The report identifies some of the major current /educational problems/.

00773 SIRE/00372
Togo. Ministère de l'éducation nationale. Direction de la planification de l'éducation. Rapport succint sur l'évolution de l'éducation au Togo pendant les années 1973-1975. Lomé, 1975. 6, xiv p. FREN ENGL
Rapport officiel du /Togo/ présenté à la /CIE/ de 1975 sur l'/organisation de l'éducation/ et le /développement de l'éducation/ - contient des /statistiques scolaires/ détaillées ainsi que des tableaux sur le /redoublement/ et une /projection des effectifs/ jusqu'en 1985.

00774 SIRE/00373
Tunisia. Ministère de l'éducation nationale. Rapport sur le mouvement éducatif en Tunisie 1973-74 et 1974-75. Tunis, 1975. 25 p. FREN
Rapport officiel de la /Tunisie/ présenté à la /CIE/ de 1975 sur l'/organisation de l'éducation/ et le /développement de l'éducation/ - Au niveau de l'/enseignement primaire/ les autorités ont introduit des /travaux pratiques/ et l'éducation post-primaire pour préparer les jeunes à la vie active. Au niveau de l'/enseignement secondaire/ les élèves effectuent des travaux pratiques d'atelier et suivent un /programme de stages pratiques/ pour les orienter vers les besoins du développement du pays. Le gouvernement a créé un centre de recyclage des enseignants et propose d'en créer d'autres pour la /formation des maîtres en exercice/. L'Institut national des sciences de l'éducation qui a été établi en 1972 est responsable de l'/évaluation/ des méthodes pédagogiques et des manuels scolaires et facilite la /recherche en éducation/.

00775 SIRE/00374
Kuran, Ercüment. Rapport sur le développement de l'éducation en Turquie, 1973-1975. Ankara, Milli eğitim bakanliği. Planlama-arastirma ve koordinasyon dairesi, 1975. 9 p. FREN
Rapport officiel de la /Turquie/ présenté à la /CIE/ de 1975 sur le /développement de l'éducation/ - La /politique éducative/ du gouvernement en faveur de l'/universalité de l'éducation/ au niveau de l'enseignement primaire a créé une grande demande pour les degrés supérieurs. La Loi fondamentale de l'éducation, adoptée en 1973, a reconnu le droit à chaque individu de se développer mais retient le droit de baser l'éducation sur les besoins économiques et le /besoin de main d'oeuvre/ du pays de façon à ce que l'/enseignement technique/ soit mis en valeur.

00776 SIRE/00375

Uganda. National Commission for Unesco. Educational development in Uganda 1973-75. Kampala, 1975. 32 p. ENGL

Official report from /Uganda/ for the 1975 /ICE/ on /educational organization/ and /educational development/ with relevant /statistical tables/ - the national /curriculum development/ centre was established in 1973 and revised curricula were introduced in all secondary schools in 1975. Considering the high priority accorded to /teacher education/ and /inservice teacher education/, an experiment to reorient them towards development needs is being organized in one of the teacher training colleges. Active /literacy campaigns/ are being assisted by the youth services since 1975.

00777 SIRE/00377

USSR. Ministerstvo prosveshchenija. Development of the educational system in the USSR. Moskva, 1975. 27 p. ENGL FREN

Official report from /USSR/ for the 1975 /ICE/ on /educational development/ - records progress in the /educational reform/ begun in 1972 to achieve universal /secondary education/. The expansion of secondary schools has been accompanied by systematic /curriculum development/ and reform with the production of instructional materials. The principle of /polytechnical education/ continues to be a guideline and /work experience programmes/ are being expanded. The report describes measures to improve /teacher education/ and outlines the tasks of /educational research/.

00778 SIRE/00379

USA. Office of Education. Progress of education in the United States of America: 1972-73, 1973-74. Washington, 1975. 75 p. ENGL SPAN RUSS

Official report from /USA/ for the 1975 /ICE/ outlines current /educational policies/ directed to /equal education/ and describes /educational development/ over the past two years - Among the trends reported, /career education/ continues to enjoy support, /special education/ appears as a priority at both State and Federal levels, and /bilingual education/ is on the increase. The report outlines /educational administration/ and /educational organization/, with detailed /statistical tables/ and presents a brief view of the pattern of /educational experiments/ now in progress. A part of the report deals with the changes in /teacher role/, including the concept of competency based education, and traces implications for /teacher education/ and /inservice teacher education/.

00779 SIRE/00380

Upper Volta. Ministère de l'éducation nationale. Données succintes sur l'évolution de l'éducation en Haute-Volta 1973-1975. Ouagadougou, 1975. 3 p. FREN ENGL

Réponse officielle de la /Haute Volta/ présentée à la /CIE/ de 1975 donnant une analyse statistique du /développement de l'éducation/ pendant les deux dernières années -.

00780 SIRE/00382

Yougoslavia. National Commission for Unesco, Institute for Studies in Education. Development and changes in education in Yugoslavia 1973-1975. Belgrade, Yugoslav Commission for Cooperation with Unesco and the Institute for Studies in Education, 1975. 44 p. ENGL FREN

Official report from /Yugoslavia/ for the 1975 /ICE/ on /educational development trends/ and the present stage of implementation of the comprehensive /educational reform/ - Discussion and study led to the formulation in 1973-75 of goals for /educational policies/ which are summed up in the report. Certain changes in /primary education/ are recorded. A major change occurs in /secondary education/ and /higher education/ now conceived together under the term guided training, where the principle of /training by stages/ is used to ensure /lifelong education/ in due course. At this level advances have been made in introducing /institutional self management/ with greater /community control/. The text contains /statistical tables/ and /diagrams/.

00781 SIRE/00310
Australia. National Commission for Unesco. Development of education in Australia 1973-74 and 1974-75. Canberra, 1975. 43, 14 p. ENGL

Official report from /Australia/ for the 1975 /ICE/ on /educational development/ and /educational policy trends/ - New /financial policy/ was introduced in 1973 through the establishment of two committees to advise the Government on its assistance to the states. /Financial support/ in /higher education/ has greatly increased for both institutions and students. /Teacher education/ is developing to include more special areas such as /handicapped children/ and other /disadvantaged groups/. Other trends are /decentralization/ of /educational administration/ at primary and secondary levels, the encouragement of /school community cooperation/ and the abolishing of public /examinations/ at secondary level. /Statistical tables/ and a /bibliography/ are included.

00782 SIRE/00316
Byelorussian SSR. Ministry of Education. Development of public education in the Byelorussian SSR 1973-74 and 1974-75 academic years. Minsk, 1975. 80 p. RUSS SPAN ENGL FREN

Official report from /Byelorussian SSR/ for the 1975 /ICE/ reports on /educational development/ - and /educational aims/ especially universal /secondary education/ and orientation of the curriculum towards /work education/ and /polytechnical education/. A strong program of /integrated activities/ help to achieve these aims. /Educational planning/ is centralized and carried out in conjunction with other sectors of the national economy.

00783 SIRE/00319
Tchad. Ministère de l'éducation nationale, de la culture, de la jeunesse et des sports. Développement de l'éducation au cours des années 1973-74 et 1974-75 au Tchad. Fort-[illegible] 1975. 12 p. FREN

Rapport officiel du /Tchad/ présenté à la /CIE/ de 1975 sur les tendances du /développement de l'éducation/ et l'/organisation de l'éducation/ - Une /réforme de l'éducation/ en 1974 réorganise l'/administration de l'enseignement/ pour permettre une meilleure adaptation des /programme d'enseignement/ aux besoins du pays et l'éradication de la /pénurie d'enseignants/. La création de l'Institut national des sciences de l'éducation a permis le développement de la /recherche pédagogique appliquée/ pour l'application de la réforme. Un /tableau statistique/ sur les effectifs des élèves est inclus.

00784 SIRE/00320
Congo RD. Secrétariat du Comité central du Parti congolais du travail chargé de l'éducation. Rapport sur le mouvement éducatif au Congo 1973-1975. Brazzaville, 1975. 19 p. FREN
Rapport officiel du /Congo RD/ présenté à la /CIE/ de 1975 concernant le /développement de l'éducation/ - Une /tendance de la politique éducative/ vers la /démocratisation de l'éducation/ entraine des changements plus spécialement dans les structures administratives, le /contenu du programme/ et la /formation des enseignants/. Des changements ont été également introduits dans l'organisation de l'/enseignement technique/ et de l'/enseignement supérieur/ où un accroissement de la participation du /sexe féminin/ a été constaté. Une série de /donnée statistique/ complète le rapport.

00785 SIRE/00325
National Centre for Educational Research. Educational Documentation and Information Agency. Report on the development of education in A.R.E. during the period 1973-1974, 1974-1975. Cairo, 1975. 76 p. ENGL FREN ARAB
Official report from /Egypt/ for the 1975 /ICE/ discusses /educational development trends/ and changes in /educational organization/ - to decentralize and make more flexible the system. The National Council for Education, Science Research and Technology was established to design long-term /educational policies/ including increased compulsory education, improved facilities, and new textbooks. The government is revising /educational objectives/ to reflect national priorities and the establishment of the National Centre for Educational Research to conduct /educational research/ will help in this task. /Statistical tables/ on /enrolment/ are included.

00786 SIRE/00326
El Salvador. Ministerio de educación. Oficina de planeamiento y organización. Desarrollo de la educación, 1973-74 y 1974-75. San Salvador, 1975. 22 p. SPAN
Rapport officiel de /El Salvador/ présenté à la /CIE/ de 1975 sur les /tendance du développement éducatif/ - Après une description générale du /système scolaire/ le rapport mentionne les priorités de la /politique éducative/ exprimées dans la /planification de l'éducation/. Les besoins socio-économiques du pays demandent le développement de l'/éducation pour le travail/ déterminée par la /réforme de l'éducation/ de 1971. Une attention spéciale a été donnée à l'amélioration de la /formation des enseignants/ et du /statut de l'enseignant/.

00787 SIRE/00327
Ethiopia. Ministry of Education. Report on educational development in Ethiopia 1973-74 and 1974-75. Addis Ababa, 1975. 26 p. ENGL
Official report from /Ethiopia/ for the 1975 /ICE/ on new /educational policy trends/ - consequent to recent political developments. The present school system is under radical renewal, especially in relation to the effective /decentralization/ of /educational administration/. The newly established /educational reform/ gives priority to /democratization of education/ and /work education/ and has in view the integration of education to the country /manpower needs/. Detailed /statistical tables/ in annex.

00788 SIRE/00331
Germany FR. Secretariat of the Standing Conference of Ministers of Culture and Education of the Laender. Report on the development of education of the Federal Republic of Germany 1973-74 and 1974-75. Bonn, 1975. 25 p. ENGL

Official report from /Germany FR/ for the 1975 /ICE/ on /educational organization/ and /educational development trends/ - The Overall Educational Plan adopted in 1973 constitutes the general framework for /educational policies/ up to 1985. New legislation to encourage the participation of teachers, pupils and parents in school affairs has been introduced. Each Land has overall responsibilities for education, while the Conference of Ministers of Culture and Education plays the role of agent for the coordination among the Länder. During the last two-year period, all fields of education have been revised, reorganizing them in a more practical fashion. In 1974, a recommendation on /educational research/, intended as a guideline for the field, was prepared by the German Education Council. Statistical data on /educational finance/ and /diagrams/ of educational systems are attached. A list of major /educational legislation/ is available as well.

00789 SIRE/00334
Guatemala. Comisión guatemalteca de cooperación con la Unesco. Desarrollo de la educación en 1973 y 1974. Guatemala, 1975. 17 p. SPAN

Rapport officiel du /Guatemala/ présenté à la /CIE/ de 1975 sur le /développement de l'éducation/ - présentant initialement un abrégé de la /législation de l'éducation/ promulguée pendant la période considérée. La /tendance de la politique éducative/ est d'améliorer le déséquilibre social causé par les /différence ville-campagne/ avec le développement de l'/éducation rurale/, principal objectif de la réforme éducative en cours. Cette réforme a introduit des modifications importantes dans la structure du /système scolaire/ et a établi des nouveaux /programme d'enseignement/ spécialement pour les niveaux primaires et secondaires.

00790 SIRE/00330
German DR. Ministry of Education. Development of public education in the German Democratic Republic. Berlin, 1975. 43 p. ENGL FREN

Official report from /German DR/ for the 1975 /ICE/ on /educational organization/ and /educational policy trends/ - The 10-year general polytechnical school is the uniform, free, compulsory and vocation-oriented education for all children. /Vocational guidance/ begins at the intermediate level of polytechnical school and a variety of extracurricular activities are introduced. /Parent participation/ in school affairs is largely encouraged. The parents' council or committees are the organs to promote /parent teacher cooperation/. Children's and /youth organizations/ including "Pioneers", open to any children, play an important educational role. Institutions for /educational research/ including those in universities and colleges cooperate closely with administrative departments in line with the five-year plan to improve the /educational quality/ of general polytechnical schools. /Diagrams/ of the educational system and curriculum structures are annexed.

00791 SIRE/00336
Hungary. Ministry of Education. Report on educational progress in 1973-1975. Budapest, 1975. 92 p. RUSS ENGL

Official report from /Hungary/ for the 1975 /ICE/ on /educational organization/ and /educational development/ - In order not to overburden primary, secondary, and vocational students /curriculum/ has been simplified, optional subjects introduced, and /homework/ load diminished. /Student evaluation/ is being modified and the school-leaving examination will no longer be compulsory. /Off the job training/ is provided for skilled workers not having school leaving examinations. An /educational documentation/ system is being developed around the National Library for Education to serve teachers, researchers, and administrators. A Scientific Council will be established to direct and control /educational research/. /Bibliography/ and /statistical data/ on /enrolment/ are included.

00792 SIRE/00347

Libya. Ministry of Education. Educational Research and Documentation Centre. A concise national report on educational developments in the Libyan Arab Republic during the two academic years 1973-74 and 1974-75. Tripoli, National Commission for Education, Science and Culture, 1975. 23 p. ARAB ENGL

Official report from /Libya/ for the 1975 /ICE/ describing /educational development/ - A review of /educational legislation/ enacted during the last two years introduces several modifications into the /school systems/ such as adapting /vocational education/ to manpower needs, reforming specifications for /textbook content/ and production. Special attention is paid to adult education and functional literacy programmes are organized by different agencies. /Diagrams/ on /educational organization/ and the structure of the /Ministry of Education/ are included. /Statistical tables/ show the increasing expenditures as well as the quantitative developments in student enrolment, number of teachers and buildings.

00793 SIRE/00349

Malaysia. National Commission for Unesco. National report on the development of education 1973-74 and 1974-75. Kuala Lumpur, 1975. 17 p. ENGL

Official report from /Malaysia/ for the 1975 /ICE/ on /educational organization/ and /educational development trends/ - Priorities established have been directed especially towards the increasing of the /enrolment ratio/ at all levels and the improvement of /educational quality/ through /curriculum development/ and utilization of /instructional media/. The development of /democratization of education/ has required the expansion of /teacher education/ and the increase of enrolment in /rural areas/. /Statistical tables/ and a /bibliography/ are included.

00794 SIRE/00387

Malta. Education Department. Annual report of the Education Department covering period 1st July 1973 to 30th June 1974. Valetta, 1974. 6 p. ENGL

Official report from /Malta/ for the 1975 /ICE/ on /educational development/ - A /remedial education/ program has been started at the primary level and /special education/ will be improved. The /school leaving/ age was raised to fifteen in 1973 and sixteen in 1974; as a result /vocational education/ will most likely have larger enrolments as students are required to remain in school. To provide /teacher education/ to both men

and women the Malta College of Education was created from two former institutions. /Statistical tables/ on /enrolment/ are included.

00795 SIRE/00350
Mauritania. Commission nationale pour l'Unesco. L'éducation en Mauritanie. Nouakchott, 1975. 8 p. FREN
Rapport officiel de /Mauritanie/ présenté à la /CIE/ de 1975 sur l'/organisation de l'éducation/ et la /tendance du développement éducatif/ - Les effets économiques et sociaux de la /réforme de l'éducation/ de 1972 qui avait pour but la réduction du /coût unitaire/, la /démocratisation de l'éducation/ et l'harmonisation des sorties avec le marché de l'emploi ont été déjà ressentis. La deuxième phase de la réforme concerne les programmes de l'/éducation rurale/ destinés à améliorer la /production agricole/ et la participation des agriculteurs au développement socio-économique du pays. Il existe une possibilité d'intégrer l'éducation coranique après une étude d'évaluation en cours. Les /diagramme/ du système et les /tableau statistique/ de l'/effectif/ des élèves et des enseignants y sont inclus.

00796 SIRE/00356
Norway. National Commission for Unesco. Bi-annual report on developments in education in Norway 1973-74 and 1974-75. Oslo, 1975. 20 p. ENGL
Official report from /Norway/ for the 1975 /ICE/ on /educational development/ at all levels during the last two years - /Educational policy trends/ have emphasized /decentralization/ of /school administration/ and /participation/ of student, parents and teachers in decisions concerning educational issues. New /educational legislation/ has introduced modifications in the /school systems/ especially for /lower secondary education/ now integrated in a 9-year compulsory comprehensive school. Attention has been given to /educational research/ with priority areas established by the Ministry of Education. /Statistical tables/ and /bibliography/ are included.

00797 SIRE/00364
Sierra Leone. National Commission for Unesco. Report on development in education in Sierra Leone, 1973-74 and 1974-75. Freetown, 1975. 11 p. ENGL FREN
Official report from /Sierra Leone/ for the 1975 /ICE/ on /educational development trends/ - A general description of the /school systems/ is followed by details on the improvement of /educational planning/ services, on the utilization of new methods such as /educational radio/ and on new developments in the field of /adult education/. Attention has been given to /teacher education/ and action taken for the preparation of teachers for /rural areas/.

00798 SIRE/00365
Spain. Ministerio de educación y ciencia. Secretaria general técnica. El desarrollo de la educación en 1973-74 y 1974-75. Madrid, 1975. 218 p. SPAN ENGL FREN
Rapport officiel d'/Espagne/ présenté à la /CIE/ de 1975 sur le /développement de l'éducation/ et les /tendance de la politique éducative/ - Décrit la récente /législation de

l'éducation/ apparue en vertu de la Loi générale de l'éducation de 1970 qui détermine les bases juridiques, administratives et techniques de la /réforme de l'éducation/. Outre l'augmentation dans les aspects quantitatifs et l'amélioration qualitative du /système scolaire/ et universitaire, le rapport signale notamment les modifications introduites dans la /scolarité obligatoire/ et la /gratuité de l'enseignement/ qui devront être acquises à la fin de la décennie en cours. Une attention spéciale a été donnée au développement de la /recherche en éducation/ et à la /formation des enseignants/. Une /bibliographie/, des /tableaux statistique/ et /diagramme/ complètent le document.

00799 SIRE/00368
Sweden. Utbildnings departementet. Development of education in 1973-74 and 1974-75. Stockholm, 1975. 11 p. ENGL
Official report from /Sweden/ for the 1975 /ICE/ on /educational policy trends/ and development of /school systems/ - Important features for the period were new provisions for /student loans/ and increased assistance to /adult education programmes/. Several measures have been taken to improve /teacher education/ and emphasize the social role of the school. The influence of /educational research/ in policy decisions is being reinforced and priority fields for research have been established.

00800 SIRE/00376
Ukrainian SSR. National Commission for Unesco. Development of public education in the Ukrainian SSR in the course of the school years 1973-74 and 1974-75. Kiev, 1975. 173 p. RUSS UKRA ENGL FREN SPAN
Official report from the /Ukrainian SSR/ for the 1975 /ICE/ on /educational organization/ and current /educational development trends/ - Major achievement was the transition to secondary /compulsory education/. In connection with this, the transition to the new /curriculum/ will be fully completed in 1975-76. /Out of school education/ to develop the children's creative abilities and a wide network of evening secondary general education for working /adults/ are the integrated part of the educational system. Further problems to be solved are to improve the /educational quality/ and /teaching methods/. For this purpose, raising the level of /instructional materials/, introducing well-planned and systematic /school supervision/ and establishing scientific /teacher education/ are paid special consideration.

00801 SIRE/00378
UK. National Commission for Unesco. Report on the development of education in the United Kingdom, 1973-1975. London, 1975. 57, 62 p. ENGL FREN
Official report from /UK/ for the 1975 /ICE/ on /educational organization/ and /educational policy trends/ - Efforts have been made to increase parent involvement through /open plan schools/; to further /student participation/ and /school community cooperation/.

01162 SIRE/00388
Argentina. Comisión nacional argentina para la Unesco. Evolución del papel del maestro y su influencia en la

preparación de la profesión y la formación en ejercicio. Buenos Aires, n.d. 31 p. SPAN
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle de l'/Argentine/ à la /CIE/ de 1975 sur le /rôle de l'enseignant/ et l'évolution de la /formation des enseignants/ - analyse les facteurs qui influencent le rôle et les fonctions des maitres. Les changements intervenus dans l'enseignement normal et les /programmes de formation des maitres/ sont décrits en détail, ainsi que le système adopté en 1974 pour la /formation des maitres en exercice/.

01163 SIRE/00389
Australia. National Commission for Unesco. The changing role of the teacher in Australia. Canberra, 1975. 20 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Australia/ for the 1975 /ICE/ on the changing /teacher role/ and its influence on /teacher education/ - Outlines /social change/ appearing to have significant impact on the nature of the teacher's task, such as a less authoritarian society, acceptance of earlier age responsibility, greater community involvement in schools, etc. /Educational policy trends/ and /educational development trends/ are consistent with the social changes. Educational /curriculum development/ has direct impact on the teacher's role. Significant developments in /preservice teacher education/ and /inservice teacher education/ are outlined as well as /recruitment/ of teachers and /teacher status/.

01164 SIRE/00390
Belgium. Ministère de l'éducation nationale et de la culture française. Les relations entre l'évolution de la société et le rôle des maitres. Bruxelles, n.d. 18 p. FREN
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle de la /Belgique/ présentée à la /CIE/ de 1975 sur le /rôle de l'enseignant/ - Le rapport décrit les influences qui désacralise la fonction enseignante et en même temps lui apporte des tâches nouvelles: le /changement social/ crée une demande pour l'éducation et la technologie, et le concept d'égalité pose une /finalité de l'éducation/ qui a comme résultat les écoles intégrées, les méthodes nouvelles, le travail indépendant par exemple, la /participation de l'élève/ et la /participation des parents/ qui changent la relation maitre-élève. L'enseignant devient un guide, un conseiller et un organisateur de ressources.

01165 SIRE/00391
Benin PR. Ministère de l'éducation nationale. Direction générale de la prévision, de la planification et de la gestion de l'éducation nationale. Réponses aux questions. Porto-Novo, 1975. 11 p. FREN
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle de la /RP du Bénin/ présentée à la /CIE/ de 1975 sur l'évolution du /rôle de l'enseignant/ - Il doit être un agent de développement en s'intégrant dans la société et dans ce but la /formation des enseignants/ sera prolongée de deux ans.

01166 SIRE/00392
Bulgaria. Ministère de l'éducation nationale. Rapport-réponse à l'enquête de l'Unesco. Sofia, 1974. 40 p. FREN

Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle de la /Bulgarie/ présentée à la /CIE/ de 1975 sur la /formation des enseignants/ et le /statut de l'enseignant/ - examine d'abord la /politique éducative/ du gouvernement et la /finalité de l'éducation/ comme bases pour la préparation à la profession. Le rapport décrit ensuite le système de formation complété par un réseau national pour la /formation des maitres en exercice/. Parmi les problèmes sont relevés pour une étude plus poussée le contenu des /programmes de formation des maitres/, le besoin d'une meilleure information pour les maitres, l'emploi de la technologie de l'éducation et l'excès proportionnel de l'/enseignante/ dans le corps enseignant.

01167 SIRE/00393
Central African Republic. Commission nationale pour l'Unesco. Contribution à la préparation de la 35e session de la Conférence internationale de l'éducation 1975. Bangui, 1975. 5 p. FREN
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle de la /République Centrafricaine/ présentée à la /CIE/ de 1975 concernant l'évolution du /rôle de l'enseignant/ et l'effet de celui-ci sur la /formation des enseignants/ - Vu les exigences du changement social, le maitre doit devenir un agent de développement économique et social tout en s'intégrant dans la collectivité.

01168 SIRE/00394
Chile. Ministerio de educación. Informe en relación al tema principal de la Conferencia internacional de educación. Santiago, 1975. 132 p. SPAN
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle du /Chili/ présentée à la /CIE/ de 1975 sur le système de /formation des enseignants/ - donne un aperçu détaillé des structures et les /programmes de formation des maitres/, aussi bien que de la /formation des maitres en exercice/.

01169 SIRE/00395
Costa Rica. Ministerio de educación pública. Respuestas al cuestionario: la evolución de la función del maestro y consecuencias de la evolución de sus funciones en la preparación previa y en el ejercicio del personal docente. San Jose, 1975. 18 p. SPAN
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle de la /Costa Rica/ présentée à la /CIE/ de 1975, traite de l'évolution du /rôle de l'enseignant/ dans le contexte de l'actuelle /planification de l'éducation/ - Le texte montre que le point faible du /développement de l'éducation/ réside dans la /formation des enseignants/ et la /qualification de l'enseignant/ qui doivent cadrer avec les nouvelles exigences du développement.

01170 SIRE/00396
Egypt. National Centre for Educational Research. The changing role of the teacher and its influence on preparation for the profession and on inservice training. Cairo, Documentation Centre for Education, 1975. 30 p. ENG.
Reply to questionnaire BIE/CONFINTED 35/Prep.1.

Official position paper from /Egypt/ for the 1975 /ICE/ on how social and educational forces change /teacher role/ and /teacher education/ - /Educational development trends/ such as the compulsory 8-year school, moves to school involvement in the community, and new methods and content make the teacher a counselor to students and a leader in the community. /Teacher status/ will hopefully be improved by upgraded training which will in turn be improved by better /teacher educator education/.

01171 SIRE/00397
Emerson, L.M.S. International Conference on Education, 35th session, Geneva, 1975. Staff training and access to education. Paris, Unesco, 1975. 14, 4 p. DOCUMENT NO. ED/BIE/CONFINTED 35/Ref.7. ENGL FREN RUSS SPAN

Reference document for the 1975 /ICE/ presenting proposals to widen /access to education/ in /developing countries/ by changing /educational organization/ into a system of learning centres as well as the /teacher role/ in the learning process - Teaching needs are not always met due to /teacher shortage/ although /teachers//costs/ often represent around 75% of the school budget. The author proposes changes in /teaching methods/ making teachers learning guides, organizers, and managers who use paraprofessional school personnel and instructional media for much of the teaching. He calls for establishment of educational aims based on life needs with the attendant changes in contents, means, and evaluation and suggests changes in /teacher education/.

01172 SIRE/00398
Escamilla, M.L.; Fonseca, S.; Montoya, V.R. La evolución de la función del maestro y consecuencias de esa evolución en la formación profesional previa y en ejercicio. n.p., n.d. 39 p. SPAN

Reply to questionnaire BIE/CONFINTED 35/Prep.1.

Réponse officielle de /El Salvador/ présentée à la /CIE/ de 1975 sur l'évolution du /rôle de l'enseignant/ et les conséquences pour la /formation des enseignants/ - Les nombreux facteurs du /changement social/ du pays sont analysés en relation avec les fonctions et le /statut de l'enseignant/; de même le /développement de l'éducation/ change le /but éducatif/ et donc le rôle des maîtres. Le rapport décrit le système actuel de préparation à la carrière et la /formation des maîtres en exercice/, avec une projection en /tableau statistique/ des effectifs jusqu'à 1981.

01173 SIRE/00399
Finland. Opetusministeriö. The changing role of the teacher and its influence on the preparation for the profession and inservice training. Helsinki, 1974. 48 p. ENGL

Reply to questionnaire BIE/CONFINTED 35/Prep.1.

Official position paper from /Finland/ for the 1975 /ICE/ on changing /teacher role/ and its effect on /teacher education/ - Social change and /educational reform/ to promote /equal education/ are changing the teacher's status with his responsibilities being shared with pupils and parents. School Councils, made up of teachers and students, will have authority in /school administration/. Efforts to improve /teacher status/ are being made by reform of /preservice teacher education/ in

order to give all teachers academically oriented common studies which will equalize different levels and give teachers greater flexibility. The /teacher education curriculum/ is discussed in terms of specific objectives.

01174 SIRE/00400
France. Ministère de l'éducation. Evolution du rôle des maîtres et les incidences de cette évolution sur la formation professionnelle préalable et en cours d'emploi. Paris, 1975. 1 v., various pagings. FREN
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle de la /France/ présentée à la /CIE/ de 1975 traite de l'évolution du /rôle de l'enseignant/ et ses incidences sur la /formation des enseignants/ - Le rôle des maîtres évolue à cause du /changement social/ et de la modification de la population scolaire. La /finalité de l'éducation/ et les changements de structure mettent en valeur l'/enseignement professionnel/, l'/orientation professionnelle/ et l'/éducation permanente/ pour lesquelles toute une gamme de centres éducatifs a été créée. L'école s'insère ainsi dans le processus général de l'éducation. De même, le /développement du curriculum/ et les nouvelles méthodes demandent la participation des élèves, l'/approche interdisciplinaire/ et les /études libres/. Le /statut de l'enseignant/, son rôle et les tâches croissants dévolus au /personnel parapédagogique/ sont discutés. La /formation préalable des enseignants/ doit être rénovée pour répondre aux nouveaux besoins avec une /sélection des enseignants/ fondée sur les critères scientifiques et les épreuves pratiques. Les différents types de /formation des maîtres en exercice/ sont décrits, y compris les stages de trois mois, de six semaines et les journées d'études.

01175 SIRE/00401
Pûle, S.; Bodó, L. Hungary. Ministère de l'instruction. Institut pédagogique national. Réponse aux demandes en matière intitulée le rôle changeant des pédagogues et son influence sur la préparation à leur mission et sur l'exercice de leur mission. Budapest, n.d. 22 p. FREN ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle de la /Hongrie/ présentée à la /CIE/ de 1975 analyse l'évolution du /rôle de l'enseignant/ et les conséquences pour la /formation des enseignants/ - notamment une tendance vers la spécialisation du travail, même au niveau primaire, en même temps que l'unification de la formation des maîtres. Les expériences ont été faites pour mieux déterminer l'/aptitude professionnelle/ afin d'améliorer la /sélection des enseignants/. La /formation des maîtres en exercice/ est assurée systématiquement à travers le pays par un réseau d'instituts pédagogiques. L'augmentation des salaires a eu pour effet d'améliorer le /statut de l'enseignant/.

01176 SIRE/00402
German DR. Ministerium für Volksbildung and Akademie der Pädagogischen Wissenschaften der Deutschen Demokratischen Republik. Comments relating to the survey conducted by the International Bureau of Education (IBE) of Unesco on the changing role of the teacher and its effect on preservice and inservice training for the profession. Berlin, 1974. 22 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.

Official position paper from the /German DR/ for the 1975 /ICE/ describes the national situation of /teacher role/ in society, /teacher status/ and provisions for /teacher education/ - including both /preservice teacher education/ and /inservice teacher education/.

01177 SIRE/00403
Germany FR. Ständige Konferenz der Kultusminister der Länder. Outline of a contribution of the Federal Republic of Germany on the subject of: the changing role of the teacher and its effects on teacher training. Bonn, 1975. 16 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Germany FR/ for the 1975 /ICE/ discusses how /teacher role/ has changed as a result of social change and /educational reform/ - Teachers become innovators, advisers and /counsellors/ which will mean drastic changes in their relationships to pupils and administration. /Teacher education/ is changing to meet these new functions.

01178 SIRE/00404
India. National Commission for Cooperation with Unesco. Status and trends in teacher education in India. New Delhi, 1975. 13, 5 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /India/ for the 1975 /ICE/ on the changing /teacher role/ and its influence on /teacher education/ - Outlines the organization of /preservice teacher education/ for /primary school teachers/ which varies from State to State. Education of /secondary school teachers/ is provided mainly by universities. Report gives an analysis of these courses supported by /statistical data/. /Inservice teacher education/ is discussed with relation to /educational research/ in the field of teacher education. A list of completed /research projects/ is provided. Report identifies also some major /educational problems/ of teacher education in the country. Annexes contain statistical data related to primary and secondary teacher education, required entrance qualifications, types of courses provided by universities, list of publications on teacher education.

01179 SIRE/00405
Indonesia. National Commission for Unesco. The changing role of the teacher and its influence on preparation for the profession and on inservice training. Jakarta, n.d. 37 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Indonesia/ for the 1975 /ICE/ on the /educational development trends/ that have changed /teacher role/ - The expansion of the system has created a huge demand for teaching and the improvement of content and methods calls for improved /teacher education/. By a large salary increase, authorities hope to raise /teacher status/ making the profession more attractive. Extensive /statistical tables/ on the number of /students/ and /teachers/ are included.

01180 SIRE/00406
International Conference on Education, 35th session, Geneva, 1975. The changing role of the teacher and its influence on preparation for the profession and on inservice training. Paris, Unesco, 1975. 34 p. DOCUMENT NO. ED/BIE/CONFINTED 35/4. ENGL FREN RUSS SPAN

Working paper for the 1975 /ICE/ contains a discussion of changing /teacher role/ and how this affects /teacher education/ - /Economic development/ and /social change/ linked to industrialization and urbanization affect /educational development trends/ giving rise to the increased utilization of /educational technology/ and bringing the need for /educational reform/. These movements result in an expansion of the teacher's role in the society through the diversification of his functions. He must be able to use new technology, accept a more equal relationship with students and parents, and yet become a community leader. His education must be altered at both /preservice teacher education/ and /inservice teacher education/ levels so that he may accept his new responsibilities which should be accompanied by an improvement in /teacher status/. Also included was a discussion of /teacher educator education/ and the use of /paraprofessional school personnel/.

01181 SIRE/00407

International Conference on Education, 35th session, Geneva, 1975. Main trends in education. Paris, Unesco, 1975. 21 p. DOCUMENT NO. ED/BIE/CONFINTED 35/3. ENGL FREN RUSS SPAN

Working paper for the 1975 /ICE/ dealing with /educational development trends/ - the first mentioned being /access to education/. Countries want to improve the quality of education and overcome social inequality by equalizing /educational opportunities/ for the socially handicapped at all levels. With the same goals, /educational innovations/ are becoming a continous process changing aims, structure, methods and content that are supported by systematic /educational research/. /Lifelong education/ also aims to make opportunities available to all groups and has profound implications for the basic structure of education. Another trend in many countries is to integrate education into the overall development plans so that it responds to a country's economic needs.

01182 SIRE/00408

International Federation of Free Teachers'Unions. World Confederation of Organizations of the Teaching Profession. World Confederation of Teachers. World Federation of Teacher's Unions. International Conference on Education, 35th session, Geneva, 1975. The teacher's role and training: joint paper from the international teachers organizations. Paris, Unesco, 1975. 18 p. DOCUMENT NO. ED/BIE/CONFINTED 35/Ref.6. ENGL FREN RUSS SPAN

Reference document for the 1975 /ICE/ discusses changes in society which modify educational aims, content, methods and /teacher role/ - This position paper, prepared by four international /teacher associations/ examines the necessity for the evolution of /teacher education/ methods stressing the urgent need to reform /preservice teacher education/ and /inservice teacher education/ to meet the new demand on teachers. /Teacher participation/ is desirable in management of training, in policy reforms and innovations, and in negotiations of conditions for /teacher employment/.

01183 SIRE/00409

Italy. Commission nationale pour l'Unesco. L'évolution du rôle des maitres et incidences de cette évolution sur la formation professionnelle préalable et en cours d'emploi:

document de participation italienne. Rome, n.d. 9 p. ITAL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle de l'/Italie/ présentée à la /CIE/ de 1975 sur les facteurs dans l'évolution du /rôle de l'enseignant/ - trace ensuite les incidences sur la /formation des enseignants/ et préconise une nouvelle organisation de la préparation professionnelle.

01184 SIRE/00410
Ivory Coast. Commission nationale pour l'Unesco. Evolution du rôle des maitres et incidences de cette évolution sur la formation professionnelle préalable et en cours d'emploi. Abidjan, n.d. 10 p. FREN
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle de la /Côte d'Ivoire/ présentée à la /CIE/ de 1975 sur les changements dans le /rôle de l'enseignant/ et la /formation des enseignants/ - comment ils sont influencés par les nouvelles orientations vers le développement et l'utilisation de la technologie de l'éducation, notamment par la /télévision éducative/. Il en résulte le besoin de créer des documents multimedia d'auto-formation pour la /formation des maitres en exercice/ afin d'assurer leur recyclage constant.

01185 SIRE/00411
Japan. National Commission for Unesco. The changing role of the teacher and its influence on preparation for the profession and on inservice training. Tokyo, n.d. 7 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Japan/ for the 1975 /ICE/ deals mainly with /teacher education/ - A Council for Training of Educational Personnel was established in 1972, composed of educators, teachers and community leaders to advise the Ministry on improvement of teacher training which will include expanded opportunities for /inservice teacher education/ and more flexible /teacher certification/ requirements.

01186 SIRE/00412
Korea R. National Commission for Unesco. Social change and problems of teacher training in Korea. Seoul, n.d. 34 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Korea R/ for the 1975 /ICE/ on the impact of /social change/ on /teacher role/ and /teacher education/ - traces in general terms the current national policies and the implications for future action.

01187 SIRE/00413
Kuwait. Ministry of Education. Department of Cultural Relations. The changing role of the teacher and its influence on preparation for the profession and on inservice training in Kuwait. Kuwait, 1975. 7 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Kuwait/ for the 1975 /ICE/ on the changing /teacher role/ and its influence on /teacher education/ - gives a brief account of the history and present state of teacher education, states the main points of /educational policies/ related to teacher training, summarizes the role of the teacher in Kuwait and describes various types of /inservice courses/ for teachers. /Statistical tables/ show the number of teacher trainees throughout the scolastic years 1970-71 to 1973-74.

01188 SIRE/00414
Lesotho. National Commission for Unesco. Report to the Unesco International Conference on Education 1975. Maseru, 1975. 3 p. ENGL

Reply to questionnaire BIE/CONFINTED 35/Prep.1.

Official position paper from /Lesotho/ for the 1975 /ICE/ on the changing /teacher role/ and the impact of this on /teacher education/ - Community needs and /educational development/ have altered the teacher role. The newly established National Teacher Training College helps the future teachers to understand this evolution. It offers /sandwich courses/ of /preservice teacher education/ essentially the same for both primary and secondary teachers.

01189 SIRE/00415
Malaysia. Ministry of Education. Teacher Training Division. The changing role of the teacher and its influence on preparation for the profession and on inservice training. Kuala Lumpur, 1975. 8 p. ENGL

Reply to questionnaire BIE/CONFINTED 35/Prep.1.

Official position paper from /Malaysia/ for the 1975 /ICE/ on the changing /teacher role/ and its influence on /teacher education/ - Proceeding from /educational policies/ and /educational development trends/ the report considers five major teacher role expectations and briefly outlines the existing pattern of /preservice teacher education/ with particular reference to the Integrated Teacher Training Programme. The concept of lifelong education is taken into consideration in the objectives of /inservice teacher education/, a current trend in the programming of /inservice courses/ in the provision of national level courses for key personnel who will participate in state-level and district-level courses.

01190 SIRE/00416
Mauritania. Ministère de l'éducation nationale. Réponse au questionnaire BIE/CONFINTED 35/Prep.1. Nouakchott, n.d. 1 v., various pagings. FREN

Reply to questionnaire BIE/CONFINTED 35/Prep.1.

Réponse officielle de la /Mauritanie/ présentée à la /CIE/ de 1975 contient surtout des /tableau statistique/s sur les éventuels besoins des /enseignant/s, la /répartition des maitres/ et le nombre des /élève/s - .

01191 SIRE/00417
Mauritius. National Commission for Unesco. The changing role of the teacher and its influence on preparation for the profession and on inservice training. Port-Louis, n.d. 5 p. ENGL

Reply to questionnaire BIE/CONFINTED 35/Prep.1.

Official position paper from /Mauritius/ for the 1975 /ICE/ on the changes in /teacher role/ - as a result of social changes and /educational development trends/. The /student teacher relationship/ has become more informal, partly because of the increasing ruralization and the amount of vocational education offered. /Teacher status/ has suffered but hopefully improvements in /teacher education/ will correct this.

01192 SIRE/00419
Morocco. Ministère de l'enseignement primaire et secondaire. L'évolution du rôle des maitres au Maroc et les incidences de cette évolution sur la formation professionnelle préalable et en cours d'emploi. Rabat, 1975. 17 p. FREN
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle du /Maroc/ présentée à la /CIE/ de 1975 sur le /rôle de l'enseignant/ et la /formation des enseignants/ - qui se modifient en raison du changement social et l'évolution de la /finalité de l'éducation/. La Marocanisation et l'Arabisation mettra en valeur l'enseignement pour le développement économique du pays. Le rapport indique la série de mesures découlant de la /réforme de l'éducation/ qui influencent les fonctions des maitres et rendent indispensable un système d'/éducation permanente/ pour les enseignants. La création de l'Institut pédagogique national encouragera les recherches et aidera à la diffusion de l'information notamment pour la /formation des maitres en exercice/.

01193 SIRE/00419
Netherlands. Commission nationale pour l'Unesco. L'enseignement dans le système scolaire aux Pays-Bas. Amsterdam, 1975. 22 p. FREN
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle des /Pays-Bas/ présentée à la /CIE/ de 1975 sur le /rôle de l'enseignant/ qui change à cause de la /réforme de l'éducation/ et l'emploi de nouvelles méthodes et techniques - En coopérant plus avec ses collègues et les parents, l'enseignant perd son autonomie. Une enquête sur la /condition de travail des maitres/, l'emploi de son temps et l'/attitude de l'enseignant/ démontre les tendances traditionnelles et novatrices. La /mobilité des enseignants/ est restreinte par la /formation des enseignants/ trop spécialisée mais l'amélioration de la /formation des maitres en exercice/ devra porter remède à cette situation.

01194 SIRE/00420
New Zealand. National Commission for Unesco. The changing role of the teacher and its influence on preparation for the profession and on inservice training. Wellington, 1975. 20, 10 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /New Zealand/ for the 1975 /ICE/ on the changing /teacher role/ and its impact on /teacher education/ - Outlines /social change/ that had influenced education and the role of the teacher. /Educational development trends/ are discussed with reference to the Educational Development Conference which redefined objectives for education, identified the educational priorities and thus influenced the nature of the role of the teacher. /Preservice teacher education/ is outlined with particular reference to /teacher selection/, and /selection procedures/ are given in the appendix B. Objectives, principles and forms of /inservice teacher education/ are illustrated. /Statistical data/ relating to inservice teacher education are also provided.

01195 SIRE/00421
New Zealand. National Commission for Unesco. Major trends in educational development. Wellington, n.d. 2 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.

Official document from /New Zealand/ for the 1975 /ICE/ suggesting topics for discussion on major /educational development trends/ - such as teacher education and teacher role.

01196 SIRE/00422
Norway. National Commission for Unesco. The changing role of the teacher. Oslo, 1975. 17 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Norway/ for the 1975 /ICE/ on the changes in /teacher role/ and /teacher education/ - brought about by social change and educational reform. The process of /decentralization/ has given the teacher more authority in content and methods while school democracy gives students and parents a share in the /school administration/. There is much concern with the quality of /preservice teacher education/ which is to be upgraded with courses rearranged to give better balance between theory and practice. /Inservice teacher education/ and inservice /teacher educator education/ are considered weak points which will be strengthened when the government assumes financial responsibility for them.

01197 SIRE/00423
Oman. National Commission for Unesco. The changing role of the teacher and its influence on preparation for the profession and on inservice training. Muscat, 1975. 11 p. ARAB
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Oman/ for the 1975 /ICE/ on the changing /teacher role/ and its implications for /teacher education/ - In the general development efforts undertaken since 1970, a major role has been attributed to education with teachers as the corner stones. Teacher training is considered as a lifelong self-instructional process reinforced by inservice meetings, seminars, etc. Teacher educators are mostly expatriates or trained abroad.

01198 SIRE/00424
Pakistan. Ministry of Education. Curriculum Wing. Teacher: his changing role. Islamabad, 1975. 78 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Pakistan/ for the 1975 /ICE/ discusses /educational development trends/ and how these affect /teacher role/ and /teacher education/ - /Educational policies/ expressed in the 1972-1980 /educational reform/ aims to equalize education, eradicate illiteracy, and reform content and methods. In order to promote development, more emphasis is being placed on /agricultural education/ and /technical education/. /Preservice teacher education/ has been shortened to one year of intensive training to try and overcome the shortage of teachers; detailed information on the /teacher education curriculum/ is included.

01199 SIRE/00425
Persianis, P. Cyprus. Ministry of Education. The changing role of the teacher and its influence on prepration for the profession and on inservice training. Nicosia, 1974. 5 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Cyprus/ for the 1975 /ICE/ on the changing /teacher role/ and its impact on /teacher education/ - Presents the pattern of teacher education in the

country, briefly describes /social change/ and /educational development/ that influenced the teacher role, points out some problems including different /socioeconomic status/ of primary and secondary school teachers.

01200 SIRE/00426
Philippines. National Commission for Unesco. The changing role of the teacher and its influence on preparation for the profession and on inservice training. Manila, 1975. 11 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Philippines/ for the 1975 /ICE/ on the changing /teacher role/ - resulting from /economic development/, /social change/ and /democratization of education/, processes in which the teachers are expected to participate. The Asian Institute of Educational Development, established to train teachers in innovative methods and techniques, should be significant for improvement of the /teacher education/ system.

01201 SIRE/00427
Qatar. National Commission for Unesco. The changing role of the teacher. Doha, n.d. 3 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Qatar/ for the 1975 /ICE/ on changing /teacher role/ - how it is affected by social and educational changes and how it affects teacher education.

01202 SIRE/00428
Schwarz, L. Austria. National Commission for Unesco. The changing role of the teacher and its influence on the preparation for the profession and on inservice training. Wien, 1975. 12 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Austria/ for the 1975 /ICE/ on changing /teacher role/ and /teacher education/ - The School Reform Commission has undertaken school experiments to determine directions of /educational reform/ that will change the context of professional activity. Improved /preservice teacher education/ will lead to improved teacher status and although /inservice teacher education/ is voluntary, there will be more emphasis on it in the future.

01203 SIRE/00429
Singapore. Institute of Education. The changing role of the teacher and teacher education in Singapore. Singapore, 1974. 24 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Singapore/ for the 1975 /ICE/ on the changing /teacher role/ and its impact on /teacher education/ - outlines /social change/ in family structure, community life, influence of modern technology, /educational aims/ and changes in /educational organization/ in relation to the changes in the teacher's role and functions. /Inservice teacher education/ is discussed in the light of social changes and /educational development/ in schools. The report gives also a description of the Institute of Education which provides for /preservice teacher education/, inservice education of teachers and teacher educators and conducts /educational research/.

01204 SIRE/00430

Spain. Comisión nacional española de cooperación con la Unesco. Informe sobre la evolución de la función del maestro de E.G.B. y consecuencias de esa evolución en la formación profesional previa y en ejercicio. Madrid, 1975. 46 p. SPAN

Reply to questionnaire BIE/CONFINTED 35/Prep.1.

Réponse officielle de l'/Espagne/ présentée à la /CIE/ de 1975 sur l'évolution du /rôle de l'enseignant/ et les conséquences pour la /formation des enseignants/ - La /réforme de l'éducation/ lancée par la Loi Générale de 1970 a sensiblement modifié les fonctions des maîtres, et sur cette base a changé le système de formation et les /programmes de formation des maîtres/, tout en instituant une nouvelle structure de /formation des maîtres en exercice/. Le rapport démontre le progrès accompli dans les dernières années avec la mise en oeuvre de la réforme.

01205 SIRE/00431

Sri Lanka. Ministry of Education. The changing role of the teacher and its influence on preparation for the profession and on inservice training: an analysis of the current position in Sri Lanka and its implications for the future. Colombo, 1975. 14 p. ENGL

Reply to questionnaire BIE/CONFINTED 35/Prep.1.

Official position paper from /Sri Lanka/ for the 1975 /ICE/ on changing /teacher role/ and its implications for /teacher education/ - To fulfil the needs of industrial and scientific agricultural development, educational reforms were enacted including practical primary education followed by a general course that includes /prevocational education/ and vocational guidance. Teachers are also encouraged to develop /school community cooperation/ to integrate the school into the community activities. As a result, teacher role has changed. Present teacher training is inadequate; reforms are planned to give teachers new skills by various means such as correspondence education and better organized /inservice teacher education/. /Teacher educator education/ must be improved to allow for continuous professional growth and /educational research/ will be encouraged.

01206 SIRE/00432

Sudan. National Commission for Unesco. The implications of the changing role for preservice and inservice training of teachers. Khartoum, 1975. 7 p. ENGL

Reply to questionnaire BIE/CONFINTED 35/Prep.1.

Official position paper from /Sudan/ for the 1975 /ICE/ on the changing /teacher role/ and its impact on /teacher education/ - Describes the existing pattern of /preservice teacher education/ of various categories of teachers including /adult educators/. Particular attention is given to /educational innovations/ in /inservice teacher education/, one example being the Sudan Inservice Educational Training Institute in Khartoum with its 16 subcentres in the main towns of the country. Contains also statistics on new teacher requirements in 1973-74, 1977-78.

01207 SIRE/00433

Sweden. National Commission for Unesco. Information for the OECD with reference to the November conference on "Teacher Policies": contribution by the Swedish authorities. Stockholm, 1974. 14 p. ENGL

Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official reply from /Sweden/ for the 1975 /ICE/ on how /teacher role/ and teacher education are changing as a result of the /educational reform/ - that emphasizes /decentralization/ of the system with increased parent, student and /teacher participation/. /Preservice teacher education/ and /inservice teacher education/ are being designed to increase /teacher mobility/. Improved /teaching conditions/ are also being promoted by the government.

01208 SIRE/00434
Blanc, E. Switzerland. Centre suisse de documentation en matière d'enseignement et d'éducation. Rapport de la Suisse sur le thème spécial de la session: l'évolution du rôle des maitres et ses incidences sur la formation professionnelle préalable et en cours d'emploi. Genève, 1975. 13 p. FREN
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle de la /Suisse/ présentée à la /CIE/ de 1975 sur l'évolution du /rôle de l'enseignant/ et ses incidences sur la /formation des enseignants/ et la /formation des maitres en exercice/ - Le rapport analyse les facteurs dans le /changement social/ et le /développement de l'éducation/ qui affectent les fonctions des maitres et les /relations maitre-élève/, et trace ensuite les changements intervenus dans la préparation professionnelle des enseignants.

01209 SIRE/00435
Thailand. National Commission for Unesco. The changing role of the teacher and its influence on preparation for the profession and on inservice training in Thailand. Bangkok, n.d. 18, 10, 3 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Thailand/ for the 1975 /ICE/ on /social change/ and its effect on /teacher role/ - Democracy, industrialization, technology and rising student power have caused changes in the structure of the /educational organization/, in /teacher education/, especially as more teachers are needed as the demand for education rises, but low /teacher status/ makes the supply difficult.

01210 SIRE/00436
UK. National Commission for Unesco. Major trends. London, n.d. 11 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official document from the /UK/ for the 1975 /ICE/ on major /educational policy trends/ - which include /open plan schools/ oriented to the community and more flexible /adult education/ including /open colleges/. Efforts to overcome /educational disadvantagement/ due to inequalities in social backgrounds have resulted in policies to expand /preprimary education/, /comprehensive secondary schools/ and special help for /disadvantaged groups/.

01211 SIRE/00437
UK. National Commission for Unesco. UK. Scottish Education Department. UK. Department of Education for Northern Ireland.
The changing role of the teacher and its influence on preparation for the profession and on inservice training. London, 1975. 8, 21, 12, 5 p. ENGL

Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /UK/ for the 1975 /ICE/ on changing /teacher role/ - In Britain and Northern Ireland there is emphasis on teacher involvement in /curriculum development/. /Teacher education/ in Britain will be integrated into the university with more emphasis on its practical aspects. In Scotland there is special concern with development of /guidance/ and teacher participation in this.

01212 SIRE/00438
Ukrainian SSR. National Commission for Unesco. Ob izmenjajuscejsja roli ucitelja i ee vlijanii na podgotovku k professii. Kiev, 1974. 14 p. RUSS
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Ukrainian SSR/ for the 1975 /ICE/ on the changing /teacher role/ and its impact on /teacher education/ - states the high demands made by the socialist society on /teacher characteristics/. It stresses the importance of vocational orientation to the teaching profession and the student selection for teacher education, the importance of /college school cooperation/ and describes the system of /inservice teacher education/ and of /teacher improvement.

01213 SIRE/00439
Unesco. Division of Methods, Materials and Techniques. International Conference on Education, 35th session, Geneva, 1975. Strategies for the training of educators: how modern techniques and methods can help. Paris, 1975. 8 p.
DOCUMENT NO. ED/BIE/CONFINTED 35/Ref.5. ENGL FREN RUSS SPAN
Reference document for the 1975 /ICE/ concerning new methods for /teacher education/ and /teacher educator education/ - All theoretical training should no longer precede practical training but instead be sandwiched into both /preservice teacher education/ and /inservice teacher education/. /Teacher centres/ where microteaching, group dynamics, role games and other new methods could be used might allow for more flexible organization in both space and time and encourage continuous self-directed learning.

01214 SIRE/00440
Unesco. Division of Methods, Materials and Techniques. Division of Training of Educational Personnel. International Conference on Education, 35th session, Geneva, 1975. Teachers and other professionals in education: new profiles and new status. Paris, 1975. 10 p. DOCUMENT NO. ED/BIE/CONFINTED 35/Ref.4. ENGL FREN RUSS SPAN
Reference document for the 1975 /ICE/ on the change of /teacher role/ - showing how reflection of this change in /teacher status/ and /teacher education/ is hindered by institutional inertia and lack of adaptation of the administrative apparatus. Tasks of both teachers and other /educational personnel/ such as counselors, administrators and teacher aids should be clear, along with qualifications necessary and career prospects.

01215 SIRE/00441
Unesco. Division of Training of Educational Personnel. International Conference on Education, 35th session, Geneva, 1975. Note on the Unesco-ILO recommendation (1966) concerning

the status of teachers. Paris, 1975. 7 p. DOCUMENT NO. ED/BIE/CONFINTED 35/Ref.3. ENGL FREN RUSS SPAN

Reference document for the 1975 /ICE/ containing a brief discussion of the /Unesco/ and /ILO/ recommendation concerning /teacher status/ - its application in Member States and new developments since 1970. /Teacher education/ has been improved for both primary and secondary school teachers and although not widespread, more countries provide further training. /Teacher welfare/ is often not on a par with professors requiring the same training especially considering that a teacher's tasks are becoming more varied and complex.

01216 SIRE/00442

Unesco:IBE. International Conference on Education, 35th session, Geneva, 1975. Final report. Paris, Unesco, 1975. 59 p. DOCUMENT NO. ED/MD/39 ENGL FREN RUSS SPAN ARAB

The final /conference report/ of the 1975 /ICE/ summarizes the contents of the conference including major /educational development trends/ and aspects of changing /teacher role/ and its influence on /teacher education/ - The main trends discussed were /democratization of education/, /educational innovations/ and /lifelong education/. The conference made a recommendation to the Ministries of Education that /preservice teacher education/ and /inservice teacher education/ should be improved to meet the new demands being placed on teachers to deal with new materials and methods, a more egalitarian relationship with students and an enlarged role in the community.

01217 SIRE/00443

Unesco. Office of Statistics. International Conference on Education, 35th session, Geneva, 1975. A summary statistical review of education in the world: 1960-1972. Paris, 1975. 41 p. DOCUMENT NO. ED/BIE/CONFINTED 35/Ref.2. ENGL FREN RUSS SPAN

Reference document for the 1975 /ICE/ presenting worldwide /statistical tables/ for the period 1960-1972 - on /population distribution/, /enrolment/ by level of education, /enrolment ratio/, /female//enrolment/, number of /teachers/ and /foreign students/, adult /literacy/ and public /expenditures/ on education.

01218 SIRE/00444

Unesco. Office of Statistics. Division of Statistics on Education. International Conference on Education, 35th session, Geneva, 1975. Abridged version of the International Standard Classification of Education (ISCED). Paris, 1975. 148 p. DOCUMENT NO. ED/BIE/CONFINTED 35/Ref.8. ENGL FREN RUSS SPAN

Reference document for the 1975 /ICE/ to be used in conjunction with the document on ISCED, ED-BIE-CONFINTED 35-5, a /classification/ designed for /statistical analysis/ of education that will facilitate international compilation and comparison of statistics - .

01219 SIRE/00445

Unesco. Office of Statistics. Division of Statistics on Education. International Conference on Education, 35th session, Geneva, 1975. Projections of teacher requirements in 1985: a world and continental statistical analysis. Paris, 1975. 23, 11 p. DOCUMENT NO. ED/BIE/CONFINTED 35/Ref.1. ENGL FREN SPAN

Reference document for the 1975 /ICE/ derives requirements in /developing countries/ for /primary school teachers/ and /secondary school teachers/ in 1985 using /statistical tables/ on the /student teacher ratio/ - from 1960-1970, number of teachers and growth rates from 1960-1970, /enrolment trends/ from 1960-1970, and /enrolment projections/ to 1985. There is also a discussion of the implications of projected teacher requirements on expansion of training facilities and the increase in /teacher salaries/.

01220 SIRE/00446
USA. Office of Education. Teacher Corps. The changing role of the teacher. Wasnington, 1975. 42 p. ENGL
Reply to questionnaire BIE/CONFINED 35/Prep.1.
Official position paper from the /USA/ for the 1975 /ICE/ on changing /teacher role/ and its effect on /teacher education/ - /Social change/s such as population redistribution have resulted in teacher alienation from community and administration. The move towards more rigorous /teacher evaluation/ and new /teaching methods/ such as individualized learning, team teaching, and computer assisted instruction has also changed teacher tasks. In /preservice teacher education/ there is emphasis on the need for teachers in preprimary education, /special education/, bilingual and /minority group children/'s education. Competency-based evaluation of teacher education, although controversial, is gaining ground. /Inservice teacher education/ is increasing, but is rarely mandatory and needs improvement.

01221 SIRE/00447
USSR. Komissija SSSR po delam Junesko. Izmenenie roli učitelja i vlijanie etogo na podgotovku i povyšenie kvalifikacii učitelej. Moskva, 1975. 12 p. RUSS
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /USSR/ for the 1975 /ICE/ on the changing /teacher role/ and its influence on /teacher education/ - gives a brief account of the recent reform of the content of education at the secondary level and of its implications for /teacher qualifications/. It summarizes /teacher status/ and the status of part-time educational personnel in schools, describes briefly /teacher educator education/ and /teacher selection/ for work at /teachers colleges/ as well as the existing system of /inservice teacher education/ and of /teacher improvement/.

01222 SIRE/00448
Venezuela. Ministerio de educación. Dirección general. Oficina de asuntos internacionales. La evolución del papel del maestro y su influencia en la preparación a la profesión y la formación en ejercicio. Caracas, 1975. 1 v., various pagings. SPAN
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Réponse officielle du Venezuela/ présentée à la /CIE/ de 1975 sur le /rôle de l'enseignant/, l'évolution de la /formation des enseignants/ et le nouveau système de /formation des maîtres en exercice/ - Progressivement l'enseignement normal devient une responsabilité des établissements de l'/enseignement supérieur/ et le rapport se réfère à quelques innovations dans les /programmes de formation des maîtres/. Le rôle et les fonctions des enseignants sont tracés à travers les décrêts officiels concernant la préparation à la profession. Le rapport décrit en détail l'Instituto de mejoramiento profesional del magisterio, créé en 1974 comme centre expérimental d'éducation supérieure.

01223 SIRE/00449
Zammit Mangion, J. Malta. National Commission for Unesco. Developments in the system of preservice and inservice training of teachers in Malta. Valetta, 1974. 5 p. ENGL
Reply to questionnaire BIE/CONFINTED 35/Prep.1.
Official position paper from /Malta/ for the 1975 /ICE/ on the influence of /educational development/ on /teacher education/ - Describes /educational policies/, /educational reform/ of 1971 and educational developments in /preservice teacher education/ as from 1972.

ENGLISH INDEX

Abstracts of documents are made in English or French (see Introduction). This subject index, however, will refer the reader to the entire collection of documents from the English keywords. Certain terms have been deleted because of their high frequency; quite naturally, these are the main themes of the Conference which are repeated in almost every document:

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formation des enseignants
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